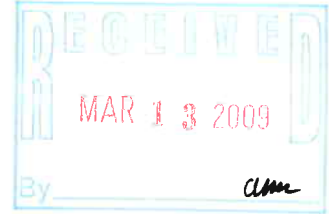


**Arizona State Board for Charter Schools**  
**Arizona State Board of Education**  
1700 W. Washington St., Room 164, Phoenix, AZ 85007  
(602) 364-3080 Fax (602) 364-3089

[www.asbes.az.gov](http://www.asbes.az.gov)



**CHARTER GRADE LEVEL AMENDMENT REQUEST**

(Charter Holder Name) Little Lamb Community School dba (CTDS) 078997000

(Charter Holder Mailing Address) 12990 East Shea Blvd.

(City, State) Scottsdale, AZ (Zip) 85259

(Charter Representative's Name) JoDene Tryon

(Phone Number) 480-860-4330 (Fax Number) 480-657-3715

**Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.**

**Check appropriate box**

☒ **Adding grade levels served for charter**

Included are the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)
- Narrative describing how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Mastery of coursework for additional grades
- Expected student performance on state mandated tests at all grade levels impacted by the addition
- Timeline for implementation
- Changes in staffing to support the requirements for Highly Qualified.

**For K-8**

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math – A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

**For 9-12**

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math - A math course description and a completed curriculum sample template including all required attachments as outlined on the template (template is available on the ASBCS website).
- Language Arts - A language arts course description and a completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template (template is available on the ASBCS website).
- Graduation requirements (number of credits in each content area and electives)
- Course level proficiency required for credit and acceptance of transfer credit

☐ **Decreasing grade levels served for charter**

Included is the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)
- Rationale for decrease in grade levels served and effective date of change

The Arizona State Board for Charter Schools and Little Lamb Community School (Charter Holder), herein agree to amend the terms of the charter contract as follows:

**FROM: K-7th**

**TO: K-8th**

In witness whereof, Charter Holder has signed this contract amendment as of this 3 day of 12, 2009, and the State Board for Charter Schools has signed this contract amendment as of this \_\_\_\_ day of \_\_\_\_, 200\_\_, to take effect at such time as it is signed by both parties.

JoDene Tryon  
Charter Representative Signature

\_\_\_\_\_  
Representative Signature for the Arizona State Board for Charter Schools

MINUTES OF THE BOARD OF DIRECTORS MEETING  
OF

MISSION MONTESSORI ACADEMY

Date of Meeting: March 11, 2009 at 9:00 a.m.

Location of Meeting: Michael Tryon, PLC  
6611 North Scottsdale Road  
Scottsdale, AZ 85254

Pursuant to A.R.S. Section 38-431.01, the following constitutes the meeting minutes of the Board of Directors meeting of Mission Montessori Academy.

1. The Board of Directors meeting took place at the office of Michael Tryon, PLC located at 6611 North Scottsdale Road, Scottsdale, Arizona on March 11, 2009 at 9:00 a.m.
2. Members of the Board of Directors present at the meeting were: JoDene Tryon, Michael Tryon and Diane Henkel. A general description of the matters considered at the meeting consisted of the following:

A. Agreement to extend school to the 8<sup>th</sup> grade level.



The meeting opened with a Call to Order by JoDene Tryon. Issue A, i.e., agreement to extend school to the 8<sup>th</sup> grade level was presented by JoDene Tryon and discussed by members of the Board. After due discussion, Michael Tryon moved for acceptance of the agreement to extend the school to the 8<sup>th</sup> grade level. This motion was seconded by Diane Henkel. After discussion, the agreement to extend grade levels to the 8<sup>th</sup> grade was unanimous by a vote of the Board.

No persons made statements or presented material to the Board during the call to the public or during the discussion of the new business.

Thereafter, JoDene Tryon adjourned the meeting without setting the date for the next Board of Directors meeting.

  
\_\_\_\_\_  
Diane Henkel, Secretary

Minutes Approved by:

  
JoDene Tryon  
  
Michael Tryon

# Overview of Mission Montessori Academy's 8<sup>th</sup> grade Program

## Philosophy

Maria Montessori's philosophy and the *mission* of Mission Montessori Academy is to "follow the child". Eight years ago, we established our first Elementary program with 30 first graders. Today, we have over 140 1<sup>st</sup>- 7<sup>th</sup> students, and our seventh graders are very eager and ready to make the transition into 8<sup>th</sup> grade. These young adolescents and their families want to continue the successful educational path that they are on, and Mission Montessori Academy in "following the child" is ready to grow to support these needs.

Expanding our Elementary program to include the 8<sup>th</sup> grade meets the needs of the adolescent in creating a responsive learning environment based on Maria Montessori's vision, the latest educational research, and Arizona's Standards. It follows Maria Montessori's philosophy of "improving the individual in order to improve society", creating an environment that challenges their ever-expanding intellect and shows them that they have the means within themselves of making significant contributions to society.

Montessori Elementary programs serving the needs of the young adolescent have been in existence for many years and are a part of most established Montessori schools across the country. Offering such a program to our oldest students completes the cycle.

The program's structure offers a learner-centered environment, a developmentally responsive curriculum, and a generalist lead teacher to guide the way. The program encourages parents-teachers-student partnerships, blocks of uninterrupted learning times, and peer teaching. The curriculum and instruction is designed as a two-year program. Mathematics, Language Arts, Spanish, Physical Education, Art, Music, Technology and Personal Health are courses of continuous progress. Natural Science, Physical Science, American History, and World Culture/Geography are weekly, monthly and yearly links to curriculum units of study.

## **Montessori 8<sup>th</sup> Grade Curriculum**

**Mission Montessori Academy 8<sup>th</sup> grade curriculum has been carefully aligned with Arizona State standards and Dr. Montessori's Upper Elementary Curriculum. The combination of both provides a rich, academically challenging, student directed program.**

### **Assignments**

The school day is divided into Individual, group work and specials. Individual work is designed to make a match between the skills, abilities and interest of the students, and there is a variety of work choices in math, language, creative writing, and literature to be done alone or in small self-chosen groups. Individual work is assessed individually with various testing methods including unit test projects, portfolios, and observation.

Group work is done in randomly chosen groups who learn to work together each quarter. These groups work together on academic projects relating to the Natural World, Social World and Personal World. Group work is assessed by individual written tests and /or group presentation and product.

Students are expected to keep up with class work, and have the availability of daily before school tutorials to receive extra help or make up work not completed. Parents are asked to support their adolescent by providing a family schedule that allows time and space each evening for school work. Syllabi are given out at the beginning of each quarter. Thus students know their assignments in advance, giving them the option to plan ahead and avoid conflicts or late night studying.

Independent Study assignments focusing on history and science are presented twice a year depending on the particular cycle. This work could focus on developing a model of the United Nations, or doing research and experimentation for a science fair.

### **Mathematics**

Students will have formal math instruction in small ability-level groups. They are placed in appropriate math groups by means of placement tests at the beginning of the year. The levels progress through Saxon texts- an Educators Publishing program which goes up to pre Algebra, and Algebra I.

### **Language/Vocabulary/Grammar**

Grammar concepts are covered through the use of student compositions. Vocabulary is introduced through the study of Latin roots.

## **Novel Study/Comprehension**

Students work through an anthology of contemporary short stories that tie in to the units of study . Classroom discussion focuses on the developing the six essential categories of comprehension.

## **Creative Writing/Reports/Mechanics**

Daily journals are apart of each days work and large blocks of time are devoted to continued advanced study of the 6 traits of successful writing, especially as they apply to various types of writing genres. Students are encouraged to publish and share their works with the school community. This writing follows a format of rough draft, edit, revision and final draft. Students are exposed to functional text and are given instruction in filling out forms, writing how-to manuals, and the importance of using clear and specific language.

## **Science**

The physical science curriculum includes the study of the structure of matter, forces , motion, energy and waves, work and machines, and chemistry. The natural science curriculum includes the study of plant and animal classification, human biology and anatomy, cell structure and theory, ecology/biome study/geology, and astronomy.

## **Social Studies**

This course includes World Cultures/Geography , American History, and Government study. The Geography curriculum includes the study of the themes of location, place, movements, regions, and interaction of peoples and their environment. The American History curriculum focuses on the progress of the American governmental systems and the American people from the end of the Civil War up to the present. Current events are natural inclusion into may topics of discussion and are used a connectors to previous events in American History. Included in the year is the development of a model United Nations which all students will be participating in.

## **Spanish**

The Spanish program includes a variety of proficiency-building activities as well as substantial supplementary cultural materials. There are plans for this group to focus one of their school trips on a location where Spanish immersion would be possible.

## **Drug and Sexuality Education**

Drug and sexuality education is an integral part of the 7<sup>th</sup> and 8<sup>th</sup> grade program. The significant factors in helping students make good choices for themselves are decision making strategies, goal setting and planning, constructive ways of having fun, stress management and good peer relations, respect for others.

## **Physical Education**

Physical education is an important part of a holistic education. Physical education class focuses on team sports, individual sports, aerobics, health and good nutrition.

## **Fine Arts**

The arts become the method for communicating ideas across the curriculum. Weekly opportunities including music, visual art instruction, chorus and dance will touch on each students individual artistic talents.

## **Computer Literacy**

Each student will bring to school their own personal laptop computer. Instruction in use of word, excel, power point and publisher will be spread through out the curriculum and used to format and organize student work.

## **Career Education**

Students will spend one week as an assistant in a Montessori lower level classroom and one week working in a business outside of school for which they have to write a resume, apply for the job, and go through the interviewing process.

## Master of Coursework for Additional Grades

Mission Montessori Academy uses Mastery Learning.

- Each student is given the time and support to learn each skill before moving on to the next.
- Tutorials are offered each day before class and after . Saturday School is offered each month for students who need to do make-up work or who just need more help in understanding the work.
- TerraNova's are given at the beginning of each school year and the AIMS/Terranova is given at the end of the school year. We use this data to help customize a learning plan.
- Weekly and monthly unit tests, presentations of research , projects are used when applicable.
- Portfolios and observations keep the teachers on track with each student's level of work . Parent/teacher conferences are held twice a year, and in the upper grades students lead the discussion. All of the above will be taken into consideration when passing a student on to the next level ( i.e. 7<sup>th</sup> to 8<sup>th</sup> grade and transitioning out of 8<sup>th</sup> grade.)

We are very cognisant of the skills needed in transitioning to public school or other district school environments. We meet with the directors of these schools( Basis and Scottsdale Prep) to find out how our past students are doing. We have had a great success rate. One point they always make is that we share the same strong "work ethic" with these more traditional schools, and our students work very hard to reach given benchmarks.

## Expected Student Performance

Mission Montessori Academy is an excelling school. We are also very proud that our Spring 08 Aims and Fall 08 TerraNova scores show that great progress was made by the majority of our students. MMA AIMS scores for the three 7<sup>th</sup> graders moving on to 8<sup>th</sup> grade are below. We do not anticipate any difficulty with our 8<sup>th</sup> grade students meeting state standards, and with expectations to greatly exceed them.

2008 AIMS scores			
Student	Reading	Writing	Math
A	561/Meets	619/Meets	579/exceeds
B	571/Exceeds	663/Exceeds	554/Exceeds
C	631/Exceeds	590/Meets	572/ Exceeds



## **Timeline for Implementation**

- March 13, 2009- Grade Level Amendment Request turned in to the Arizona State Board for Charter Schools.
- August 10, 2009 First day of classes for new 8<sup>th</sup> grade level.

## Changes in Staffing to Support Requirements for Highly Qualified

Mission Montessori Academy's 8<sup>th</sup> grade program will be staffed with a highly qualified lead teacher who holds a masters degree in Foreign Languages and International Studies from the University of New Mexico and who has a passing score on the 2008 AEP. She is Montessori certified. She loves working with this age group and is an outstanding and motivational teacher. Her assistant will be finishing up his masters in education and Montessori certification in August of this year. In addition, naturalists, sex education specialists, scientist from our parent community, guest poets and novelists will be scheduled to extend the curriculum.